

**School Climate Surveys
District Results for 2011-12**

Miami-Dade County Public Schools
Research Services
1450 NE 2nd Ave.
Miami, Florida 33132
July, 2012

Overview

Each school year, the School Climate Survey is administered to gather information on the perceptions that students, their parents, and school staffs hold concerning their schools. In 2011-2012, the survey was distributed to approximately 93,000 parents, 52,000 elementary, secondary, and adult students, and 24,000 staff. This report summarizes selected major points from the results of that survey, as they pertain to the Pre-K through 12th grade program. In addition to providing districtwide averages, results are presented by regional center. The information is summarized for the district as well as the regular schools of each region. Alternative, special education, and vocational/adult schools are treated elsewhere in separate item-specific reports.

Results continue to be very similar to those in past years. Although there is variation from region to region, the majority of respondents from the three groups surveyed (parents, students, and staff) were satisfied with their schools in Miami-Dade County. An analysis of selected survey items indicates an overall increase in satisfaction over the past five years. As in previous survey administrations, at the district level, parents, students, and staff from all school levels (elementary, K-8, middle, and senior high) provided overall school grades in the “A” to “B” range.

About the 2011-12 Surveys

School Climate Surveys of parents, students, and staff have been regularly administered in the Miami-Dade County Public School district since the early 1990s. The purpose of these surveys is to gather information regarding the perceptions of these groups about school and how the school can be improved. Results from several of the most recent years' surveys are available by school on the Department of Research Services website: <http://drs.dadeschools.net>. In addition to providing information to the public, survey results are intended to assist schools in the identification of priorities for their annual School Improvement Plans.

The 2012 surveys were administered in January and February. Forty-five percent of the parents who were surveyed in 2012 responded, a figure roughly equivalent to last year's 46 percent. Student returns decreased by three percent from 81 percent to 78 percent. The staff response rate increased from 62 percent to 65 percent. Detailed by-school results were provided to the schools before the beginning of the school year. The primary purpose of these reports was to facilitate an in-depth view of the learning climate at each school. The present report represents a byproduct of those by-school reports and summarizes selected districtwide results.

The patterns of the responses for all groups were very similar to the previous year's patterns, and do not deviate greatly from the response patterns of earlier administrations. All groups were generally positive in their responses, as they have been in previous years, expressing general agreement with the survey items. On average, parents and staff have a high percent of agreement with the items expressing a high degree of satisfaction with their schools. Students at the elementary level also have a high average agreement on these items, but middle and senior high students are less likely to express satisfaction with their school. In the appendices the item- by-item results are listed by educational level (elementary, K-8, middle and senior) for each of the three responding groups, parents, staff, and students, for the district, and separately for the regional centers and the charter schools as a group.

The results for selected items reported below pertain to the Pre-K through 12th grade program. Results for the K-8 schools have now been calculated as a distinct level for the eighth year. However, the K-8 schools are still relatively few, and the summary results are more volatile than are those for the other school levels. Charter school results are also less reliable, due in part to difficulties in obtaining accurate counts regarding the number of staff working at some schools.

Results for Selected Items

Safety, Quality, and Overall Climate

Of the items that are comparable across all the groups surveyed (students, parents, and staffs), three are most often the source of queries. One is the item on school safety (“The school is safe and secure;” Table 1). Another is the item concerning quality of education (“Students are getting a good education at this school;” Table 2). The third is the general item about whether the school’s overall climate is positive and promotes learning (Table 3).

The breakdown of the responses to items by regional center (North Central, North, South Central, South, Educational Transformation Office, and Charter) for 2012 is displayed in the following three tables. Several patterns are observable across all the items – districtwide and within the regions. Taken by region, considerable variation is observed, with the South Central region usually exhibiting the highest ratings. Charter schools fare quite well on the survey items and outperform district averages at all levels. The variation across regions is much larger for the middle and senior levels than for the elementary and K-8, for each of the three respondent groups. The greatest across-region variation is at the middle school level, where ratings can vary by more than 20 percentage points.

Table 1
Responses Concerning School Safety in 2012
Percent Agreeing at the Regional and District Levels

NC: North Central, N: North, SC: South Central, S: South, ETO: Educational Transformation Office, CHRT: Charter

		NC	N	SC	S	ETO	CHRT	District
Staff	Elementary	88	92	94	93	84	97	92
	K-8	94	95	96	95	79	95	94
	Middle	85	89	92	89	75	93	89
	Senior High	93	92	95	89	82	95	90
Parents	Elementary	91	91	92	92	89	96	92
	K-8	93	90	89	90	92	94	91
	Middle	79	86	90	84	75	91	87
	Senior High	80	87	91	89	73	91	89
Students	Elementary	83	88	91	88	74	92	88
	K-8	81	82	91	86	67	86	85
	Middle	61	66	81	71	52	81	72
	Senior High	73	84	88	85	53	85	81

Note: Percentages are those of respondents who agree or strongly agree that the school is safe and secure. Higher percentages reflect more satisfaction with this aspect of school climate.

Taken by educational level, going from elementary down the rows through the senior level, there is a tendency for agreement with the statement to decrease. Respondents of each group at the elementary and K-8 levels show the highest percent agreement, and the middle school respondents the lowest, with senior high respondents averaging only a few points higher.

Table 2
Responses Concerning Quality of Education 2012
Percent Agreeing at the Regional and District Levels

NC: North Central, N: North, SC: South Central, S: South, ETO: Educational Transformation Office, CHRT: Charter

		NC	N	SC	S	ETO	CHRT	District
Staff	Elementary	89	93	95	94	81	97	93
	K-8	92	93	94	94	74	92	93
	Middle	88	89	93	90	68	97	89
	Senior High	90	91	93	87	75	92	87
Parents	Elementary	93	94	96	95	90	96	94
	K-8	91	92	93	91	85	93	92
	Middle	81	89	90	89	83	92	89
	Senior High	80	85	88	88	80	91	87
Students	Elementary	89	91	91	90	86	90	90
	K-8	85	85	85	85	81	82	84
	Middle	68	70	79	74	59	80	74
	Senior High	64	78	78	82	58	73	74

Note: Percentages are those of respondents who agree or strongly agree that the student is receiving a good education. Higher percentages reflect more satisfaction with this aspect of school climate.

Table 3
Perceptions of Overall School Climate in 2012
Percent Agreeing at the Regional and District Levels

NC: North Central, N: North, SC: South Central, S: South, ETO: Educational Transformation Office, CHRT: Charter

		NC	N	SC	S	ETO	CHRT	District
Staff	Elementary	82	88	90	89	78	94	87
	K-8	86	91	91	88	68	90	89
	Middle	79	84	86	80	52	95	81
	Senior High	82	84	88	78	69	91	80
Parents	Elementary	92	92	95	93	87	96	93
	K-8	90	90	93	90	88	93	91
	Middle	74	84	84	83	73	89	83
	Senior High	69	78	83	82	68	86	81
Students	Elementary	74	78	82	81	69	82	79
	K-8	64	64	72	73	59	71	69
	Middle	48	47	60	54	34	63	54
	Senior High	46	63	65	71	36	61	59

Note: Percentages are those of respondents who agree or strongly agree that the overall school climate is positive. Higher percentages reflect more satisfaction with this aspect of school climate.

At the K-8 level, students in grades comparable to both the elementary (K-5) and the middle (6-8) levels are surveyed, inviting a comparison to the ratings at both those levels. At the K-8 level both staff and parent ratings are much higher across all the items than at the middle school level, and typically only slightly lower than at the elementary level.

Considered by responding group, students tend to rate their school lower than their parents and teachers do. In a few instances, the student level of agreement falls below 50% at the middle and senior levels. Parents tend to show greater satisfaction, frequently averaging higher than staff on overall climate at the elementary and K-8 levels.

Over time, the general trend for all groups is one of increased satisfaction. Table 4 displays the percent agreeing with the same three items mentioned above in two-year intervals over the past five years. The changes in results over the years for K-8 (already high) are mixed. However, it is easily seen that there is a general increase in agreement for elementary schools and decided increase in agreement for middle and senior high schools for all reporting groups.

Table 4
Trends for Three Important Items Tracked Over the Past Five Years
Percent Agreeing at Two-Year Intervals

Educational Level Year of Survey	Elementary			K-8			Middle			Senior		
	2008	2010	2012	2008	2010	2012	2008	2010	2012	2008	2010	2012
Staff												
Safe & Secure	90	90	92	96	94	94	88	86	89	85	88	90
Good Education	91	92	92	95	94	91	86	86	87	83	86	89
Positive Climate	88	86	88	93	93	85	81	78	72	78	81	81
Parents												
Safe & Secure	88	90	93	90	91	93	78	81	89	76	82	87
Good Education	94	94	94	94	92	92	84	87	89	80	85	87
Positive Climate	93	93	90	93	91	84	77	82	74	73	79	74
Students												
Safe & Secure	84	86	87	81	84	89	66	67	81	72	76	80
Good Education	89	90	93	81	83	91	70	71	83	70	73	81
Positive Climate	77	78	79	66	67	69	51	52	54	56	60	59

Note: Percentages refer to the degree that respondents agree or strongly agree to the item. Higher percentages reflect more satisfaction with the statement.

 = improvement from 2008 to 2010

 = improvement from 2010 to 2012

Grading the School

The last item in each survey asks the respondent to give his or her school a grade analogous to the grade that students receive for their work. This grade may be regarded as a summary of the attitudes that the respondent holds toward the school. The district and regional averages of those school grades, by responding group and by level, are shown in Table 5. At the district level, there is no grade below “B-.” At the regional level, the results are also overall quite favorable. Among the regional grades, approximately 78% are in the “B” range, 14% in the “A” range and 8% in the “C” range.

Table 5
2012 Rating of Overall School Grade, Averaged by Region and District

NC: North Central, N: North, SC: South Central, S: South, ETO: Educational Transformation Office, CHRT: Charter

		NC	N	SC	S	ETO	CHRT	District
Staff	Elementary	B	B+	A-	B+	B-	A-	B+
	K-8	B+	A-	A-	B+	B-	B+	B+
	Middle School	B	B	B+	B	C	A-	B
	Senior High	B	B	B+	B	C+	A-	B
Parents	Elementary	B+	B+	A-	A-	B	A-	A-
	K-8	B+	B+	B+	B+	B	A-	B+
	Middle School	B	B	B+	B+	B-	B+	B+
	Senior High	B	B	B+	B+	B-	B+	B+
Students	Elementary	B	B+	B+	B+	B	B+	B+
	K-8	B	B	B	B	C+	B	B
	Middle School	C+	B-	B	B-	C	B	B-
	Senior High	B-	B	B	B	C	B	B

Selected Items

In most years, the percentages agreeing to the survey items rarely change by more than a few percentage points from previous years for summaries at the district level. However, in recent years two items on the Staff survey have shown considerable fluctuation. The item concerning job security rebounded slightly from the substantial drop in support the previous year. However, this year, the item concerning the fairness of teacher evaluations showed dramatic decreases in support at all educational levels. These are both considered serious matters by the staff and are noteworthy in their relevance to both school reform and budget concerns.

Table 6
Volatile Items at the District-Level

	Elementary % Agree	K-8 % Agree	Middle % Agree	Senior % Agree
Staff				
I have a feeling of job security in my present position.				
2012	68	70	61	61
2011	63	64	57	57
2010	76	76	70	69
Annual teacher evaluations are fair and reasonable.				
2012	75	75	69	63
2011	83	84	76	75
2010	84	85	76	74

New Items

This year, two new items concerning satisfaction with the district bus service were added to each parent and student survey form. The percentages agreeing with the positive statements about the bus service are provided in Table 7. Since not all students take the bus, a considerable percentage of both parents and students responded in the “Undecided/Unknown” category. However, among those expressing opinions, the students seemed much less favorably disposed toward the bus service and drivers than did the parents.

Table 7
Satisfaction with the Bus Service

		Agree	Undecided/ Unknown	Disagree	
Parents	<i>I am satisfied with the bus transportation services provided.</i>				
	Elementary	39	55	6	
	K-8	33	58	9	
	Middle School	46	44	10	
	Senior High	45	42	12	
Parents	<i>The bus drivers provide professional and courteous service.</i>				
	Elementary	37	59	4	
	K-8	30	63	7	
	Middle School	42	49	9	
	Senior High	41	48	10	
Students	<i>I ride the school bus and I like it.</i>				
	Elementary	14	66	20	
	K-8	13	59	27	
	Middle School	22	44	34	
	Senior High	19	45	36	
Students	<i>The driver of my school bus is friendly to me.</i>				
	Elementary	15	70	15	
	K-8	16	64	20	
	Middle School	22	51	26	
	Senior High	20	54	26	

Appendices

Methodological Notes

District Summary of Parent, Student, and Staff Responses

Methodological Notes

Survey Reliability

All measurement involves some error. However, there are several methods of estimating how accurate or reliable responses are to a survey. Reliability coefficients for the parent, student, and staff forms of the *School Climate Survey* were estimated from an internal consistency measure referred to as Cronbach's Alpha (Cronbach 1951). The value of an alpha depends on the average inter-item correlations (i.e., similarity or consistency in responses from item to item) and the number of items on the survey. The average correlation among items on a survey increases as the consistency of ratings across the various items increase. The closer the value of alpha approaches 1.00, the higher the survey's reliability. The total reliability estimate for the parent form (alpha = 0.96), student form (alpha = 0.88), and staff form (alpha = 0.88) support the usefulness of the surveys as reliable instruments.

Caveats

Several methodological factors must be considered when interpreting these survey results. In general, the larger the sample is, the more accurate the results. The districtwide results reported here are based on sample sizes of several tens of thousands. These sample sizes may be excessive for insuring district-level reliability, but they are the result of aggregating the individual school samples necessary for interpretations intended at that level.

In theory, with district-level samples of these sizes, one can say with 95 percent certainty that the results have a statistical precision of plus or minus one percentage point of what they would be if the entire population had been surveyed with complete accuracy. In the school-level applications of the data derived from the *School Climate Surveys*, as the sample size decreases, the margin of error increases.

Other possible sources of error include wording and question order, inadequate weighting of the data, and (perhaps most important for this survey process) the refusal of sample members to respond to survey items or the survey as a whole. While it is difficult or impossible to quantify the errors that may result from these influences, there are some mitigating factors.

The response rates for this survey process are among those generally considered in the field of survey research to be more than minimally adequate for providing meaningful data. Follow-up telephone survey studies conducted in previous years by Research Services regarding similar procedures suggest that districtwide survey results are exceedingly reliable (Romanik & Froman 1992). Also, consistent patterns of response across similar items can substantially contribute to the readers' confidence in the reported opinion percentages. In addition, it is reasonable to assume that whatever factors contribute to response bias, they are consistent from one year to the next. Thus, yearly changes in reported opinions (except in cases of extremely aberrant response levels) may be considered as representing real changes worthy of serious consideration.

Additionally, the opinions offered in the survey represent anonymous and self-reported *perceptions* by parents, students, and staff and may not precisely describe the actual situation in the district. However, these opinions represent a reality to the respondents and should afford useful insight into the impression the district is making on the local community.

SCHOOL CLIMATE SURVEY
REPORT FOR THE 2011-12 ADMINISTRATION
PARENT FORM

Survey Item	Percent Responding*														
	Elementary					K-8					Middle				
	A	U	D	A	D	A	U	D	A	D	A	U	D	A	D
1 The school is safe and secure.	90	5	5	91	5	5	81	11	8	82	10	7			
2 The school is kept clean and in good condition.	91	4	5	90	4	6	77	10	13	77	12	12			
3 The school is overcrowded to the degree that it affects learning.	22	17	61	20	15	64	25	21	54	25	19	56			
4 The school maintains high academic standards.	85	11	4	86	10	4	77	16	8	76	16	8			
5 The school uses adequate disciplinary measures in dealing with disruptive students.	76	19	6	74	19	7	73	18	9	69	21	10			
6 The school makes available textbooks, equipment, and supplies needed for learning.	90	5	4	88	6	7	85	7	8	78	10	13			
7 The school serves lunches that are nutritious and taste good.	63	19	18	52	22	25	42	23	34	40	28	32			
8 I am satisfied with the choice of educational programs offered at my child's school.	87	7	6	83	9	8	80	11	8	80	11	9			
9 Teachers are friendly and easy to talk to.	94	3	3	92	4	4	81	11	8	76	16	8			
10 Teachers make learning interesting and relevant.	93	5	2	89	8	4	77	15	8	71	20	10			
11 Teachers motivate students to learn.	93	5	2	88	9	4	79	13	8	72	18	10			
12 Teachers take an interest in students' educational future.	90	8	2	86	11	4	78	16	7	74	18	8			
13 Teachers are knowledgeable and understand their subject matter.	93	6	1	91	7	2	83	13	4	79	15	5			
14 Teachers assign meaningful homework that helps students learn.	94	3	4	89	5	7	80	10	11	73	14	14			
15 Teachers do their best to include me in matters directly affecting my child's progress in school.	90	5	6	85	7	8	74	13	13	63	19	18			
16 The school teaches students the basic academic skills in reading.	95	3	1	95	3	2	90	7	3	89	7	4			
17 The school teaches students basic academic skills in mathematics.	95	4	2	93	3	4	89	7	4	86	8	6			
18 The school teaches students to speak and write correctly in English.	94	4	1	93	4	3	89	7	4	86	8	5			
19 The school teaches how to solve problems in science.	85	13	2	85	11	4	83	12	6	77	16	7			
20 The school teaches use of computers.	88	9	4	83	11	5	77	13	11	76	15	9			
21 The school teaches students to think critically and reason out problems.	87	10	3	85	11	4	80	15	6	79	14	7			
22 The school teaches students to develop good study and work habits.	90	6	2	87	8	5	80	12	8	75	15	10			
23 The school teaches students to get along with different kinds of people.	90	8	3	87	9	3	79	14	7	76	16	8			
24 The school is free of violence.	83	11	6	84	10	6	74	13	13	75	14	12			
25 The school is free of gang activity.	82	13	5	83	13	4	73	16	11	74	17	10			
26 The school is free of substance abuse.	84	11	5	84	12	5	72	16	11	65	18	17			
27 The principal does an effective job running my child's school.	89	8	4	87	9	4	81	12	7	77	15	8			
28 The principal is available and easy to talk to.	79	15	6	72	20	8	69	21	10	61	26	13			
29 The assistant principals are effective administrators.	81	16	3	79	17	4	74	19	7	67	23	9			
30 Guidance counselors are concerned about and try to help students with educational and personal problems.	75	21	3	71	24	5	75	18	6	71	18	11			
31 Staff in the principal's office treat me with respect when I contact my child's school.	92	4	4	91	5	4	86	8	6	78	13	9			
32 School staff respond to my needs and concerns in a reasonable period of time.	89	6	4	86	8	6	78	13	9	71	17	13			
33 My child is getting a good education at this school.	94	4	2	92	5	3	87	8	5	85	9	6			
34 The overall climate or atmosphere at my child's school is positive and helps my child learn.	93	4	2	91	5	3	82	12	7	79	13	8			
35 What overall grade would you give to your child's school?	A					B+					B				

*A = strongly agree + agree, D = strongly disagree + disagree, U = undecided/unknown. Item percents for an educational level may not sum to 100 due to rounding.

**SCHOOL CLIMATE SURVEY
REPORT FOR THE 2011-12 ADMINISTRATION
STUDENT FORM**

	Survey Item	Percent Responding*											
		Elementary				K-8				Middle			
		A	U	D		A	U	D		A	U	D	
1	I feel safe at my school.	86	8	6		84	10	6		67	17	15	
2	My school building is kept clean and in good condition.	61	14	25		59	19	21		45	19	36	
3	Students in my school usually follow school rules.	39	22	39		34	27	39		20	25	54	
4	There are too many students in my classroom and that affects how much I learn.	18	9	72		15	12	73		17	15	68	
5	My teachers require that I work very hard for the grades I get.	91	6	3		87	10	3		82	12	7	
6	My school has enough books and equipment to help me learn.	84	7	8		76	12	12		63	15	22	
7	Food served for lunch at my school looks good and tastes good.	38	20	42		26	21	53		23	20	57	
8	I like the choice of classes I have at this school.	68	22	10		61	21	18		54	18	28	
9	My teachers are friendly and easy to talk to.	82	10	8		75	15	10		58	21	20	
10	My teachers make learning fun and interesting.	85	8	6		69	17	14		49	24	28	
11	My teachers make me want to learn.	85	9	6		70	18	13		53	24	23	
12	My teachers know a lot about the subjects they teach.	94	5	3		88	9	3		80	13	8	
13	My teachers give me meaningful homework that helps me learn.	86	8	6		69	17	13		56	22	22	
14	My teachers are interested in how I do in the future.	80	14	6		69	21	10		59	24	18	
15	My teachers let me know how I am doing on my schoolwork.	90	6	5		82	10	9		73	13	14	
16	Violence is a problem at my school.	30	12	57		27	20	54		37	23	41	
17	Gangs are a problem at my school.	17	10	73		12	14	74		20	21	59	
18	Student drug and alcohol use are problems at my school.	11	6	83		13	13	74		22	23	55	
19	My principal does a good job running the school.	86	8	6		75	15	10		62	20	18	
20	The assistant principals are available when needed.	74	17	9		64	22	14		55	26	19	
21	My guidance counselor helps me with school and personal problems.	73	20	7		59	29	12		56	28	16	
22	Adults at my school care about me as an individual.	74	18	9		59	27	14		45	32	23	
23	Adults at my school help me when I need it.	83	11	7		69	19	11		58	25	18	
24	I like coming to my school.	74	12	14		61	18	21		52	20	29	
25	I am getting a good education at my school.	90	7	3		83	12	5		71	18	10	
26	The overall climate or feeling at my school is positive and helps me learn.	78	15	7		67	21	11		52	29	19	
27	What overall grade would you give to your school?	B+				B				B-			
										B			

*A = strongly agree + agree, D = strongly disagree + disagree, U = undecided/unknown. Item percents for an educational level may not sum to 100 due to rounding.

SCHOOL CLIMATE SURVEY
REPORT FOR THE 2011-12 ADMINISTRATION
STAFF FORM

Survey Item	Percent Responding*														
	Elementary					K-8					Middle				
	A	U	D	A	D	A	U	D	A	D	A	U	D	A	D
1 At my school I feel safe and secure.	90	4	5	94	3	3	86	6	9	88	5	7			
2 At my school the school building is kept clean and in good condition.	78	6	16	81	4	15	78	5	17	73	6	22			
3 At my school personnel work together as a team.	83	7	10	89	4	7	77	8	15	76	9	14			
4 At my school administrators solve problems effectively.	80	9	12	85	7	8	74	10	17	73	11	15			
5 At my school I feel that my ideas are listened to and considered.	79	9	12	83	9	8	72	13	15	70	15	15			
6 At my school adequate disciplinary measures are used to deal with disruptive behavior.	73	10	18	78	8	13	66	9	25	69	9	22			
7 My principal is an effective administrator.	84	8	8	91	6	3	80	9	11	81	9	10			
8 My principal represents the school in a positive manner.	88	6	7	94	4	2	86	7	7	90	6	4			
9 My principal demonstrates good interpersonal skills.	81	7	12	89	5	6	79	9	13	80	8	12			
10 My principal deals with conflict constructively.	79	10	11	85	9	5	75	13	13	76	14	10			
11 My principal responds in a reasonable time to my concerns.	86	7	7	89	7	4	83	8	9	80	12	8			
12 My principal treats me with respect.	89	5	6	94	3	3	88	5	6	89	5	5			
13 My principal is receptive to constructive criticism.	73	16	11	78	15	7	68	19	12	67	23	11			
14 My principal is supportive of teachers.	83	9	9	89	7	4	79	10	10	80	11	8			
15 I am limited by too many students in each class.	29	8	63	30	7	63	36	9	55	41	11	47			
16 I am limited by student deficiencies in basic academic skills.	52	9	39	40	8	51	60	8	31	62	11	28			
17 I am limited by lack of concern/support from parents.	53	8	39	34	7	58	56	10	35	53	12	35			
18 I am limited by lack of concern/support from the principal.	9	8	82	5	6	89	11	10	80	9	12	78			
19 I am limited by lack of concern/support from the district administration.	14	25	61	12	23	65	17	30	53	19	31	51			
20 I am limited by insufficient resources (e.g., funds, books, equipment, supplies, etc.).	34	9	57	33	8	59	39	9	52	46	11	42			
21 I am limited by school violence.	6	5	89	3	4	93	14	9	76	10	12	78			
22 I am limited by student gang activity.	2	5	94	2	4	95	6	13	80	7	15	78			
23 I am limited by student substance abuse.	1	5	94	2	4	94	9	17	75	15	20	65			
24 Students come to my class at the beginning of the term prepared for the grade level or courses I teach.	48	11	41	61	10	28	40	11	48	38	15	46			
25 I feel satisfied concerning how my career is progressing at this school.	77	12	10	84	9	7	73	13	13	74	13	13			
26 I have a feeling of job security in my present position.	76	12	12	76	12	12	70	15	16	69	15	16			
27 I like working at my school.	88	7	5	91	5	4	85	7	8	88	7	5			
28 Staff morale is high at my school.	63	15	21	73	13	13	54	17	29	55	19	25			
29 I frequently feel overloaded and overwhelmed while working at my school.	44	12	45	42	11	47	43	12	46	41	12	46			
30 Annual teacher evaluations are fair and reasonable.	84	12	4	85	12	3	76	19	6	74	21	6			
31 Annual teacher evaluations are used to improve teacher performance.	78	15	6	80	15	5	68	22	10	62	26	12			
32 Inservice programs keep me informed of the latest educational strategies.	86	8	5	85	8	7	80	10	11	74	13	13			
33 I believe children attending my school are receiving a good education.	92	5	3	94	4	2	86	9	5	86	9	5			
34 The overall climate or atmosphere at my school is positive and helps students learn.	86	7	7	93	4	4	78	10	11	81	11	9			
35 What overall grade would you give to this school?	B+					A-					B				

*A = strongly agree + agree, D = strongly disagree + disagree, U = undecided/unknown. Item percents for an educational level may not sum to 100 due to rounding.

References

Cronbach, L. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 527-530.

Romanik, D., & Froman, T. (1992, December). *Results from the 1991-92 administration of the school report card survey*. Miami, FL: Dade County Public Schools, Office of Educational Accountability.